DOCUMENT RESUME

ED 431 216 EA 029 838

TITLE	Targeting Student Learning: The School Board's Role as Policymaker. Effective Policy Development in an Education Reform Environment.
INSTITUTION	California School Boards Association, Sacramento.; Illinois Association of School Boards, Springfield.; Maine School Boards Association, Augusta.; Pennsylvania School Boards Association, New Cumberland.; Washington State School Directors' Association, Seattle.
ISBN	ISBN-1-880331-10-X
PUB DATE	1998-00-00
NOTE	103p.
AVAILABLE FROM	Illinois Association of School Boards, 430 East Vine Street, Springfield, IL 62703-2236 ($12).
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Administrative Policy; Board of Education Policy; Core Curriculum; *Educational Policy; Elementary Secondary Education; *Policy Formation; *School Policy; School Role

ABSTRACT

This book identifies a targeted set of policy topics related to student learning. It includes some key concepts and provides a set of policy categories and issues designed to serve as the basis for board/superintendent leadership and any resulting staff-implementation of a district's educational program. The categories and topics, which are directed at the education program and student learning, are based on the underlying principle that it is the board's and superintendent's responsibility to ensure that all students have an opportunity to succeed at learning. The program begins with a framework for school-district policymaking, emphasizing the key components in policy development. The framework includes: the legal role of policy; the purposes of policies; the relationship between boards and superintendents in policymaking; policy development, adoption, and maintenance; the various roles of staff and community in policy development; governance and planning; academic standards and assessment; education programs; curriculum; instruction; learning environments; professional standards; and parent/community engagement. The material identifies key policy components for each topic: those that target student learning and fundamental policy considerations related to that topic. An example of a topical policy in each category is included in an appendix. (RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D. B. Owen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ED 431 216

Effective policy development in an education reform environment

Targeting Student Learning:

The School Board's Role as Policymaker™

EA 029 638

A policy project by

California School Boards Association
Illinois Association of School Boards
Maine School Boards Association
Pennsylvania School Boards Association
Washington State School Directors' Association

BEST COPY AVAILABLE

Project Staff

Maine School Boards Association:
Paul Brunelle, Retired Executive Director
Dale A. Douglass, Executive Director
(207) 622-3473

Washington State School Directors' Association:
Larry Swift, Executive Director
Lorraine Wilson, Assistant Executive Director, Membership Services, and Targeting Student Learning Project Director
(360) 493-9239

California School Boards Association:
Davis W. Campbell, Executive Director
Judy Cias, Director of Policy Services
Diane Greene, consultant
(916) 371-4691

Illinois Association of School Boards:
Wayne L. Sampson, Executive Director
Cathy A. Talbert, Director of Policy Services
(630) 629-3776

Pennsylvania School Boards Association:
Joseph V. Oravitz, Executive Director
Curt Rose, Assistant Executive Director, School Board and Management Services
(717) 774-2331

Targeting Student Learning: The School Board's Role as Policymaker

© 1998 California School Boards Association, Illinois Association of School Boards, Maine School Boards Association, Pennsylvania School Boards Association, Washington State School Directors' Association

ISBN 1-880331-10-X

Printed in the United States of America

Price: $12.00

Published by
Illinois Association of School Boards
430 East Vine Street
Springfield, Illinois 62703-2236

FIRST EDITION

All rights reserved, including the right to reproduce this book or parts thereof in any form.

Table of Contents

Executive Summary v

Acknowledgment ix

Preface xi

Introduction xv

Part One: Framework for Effective Policymaking 1

The Legal Role of Policy 1

Purposes of Policies 3

The Relationship Between Boards and Superintendents in Policymaking 4

The Policy Development, Adoption and Maintenance Process 5

The Various Roles of Staff and Community in Policy Development 8

Part Two: Student Learning Policy Topics 11

Governance and Planning 15

Academic Standards and Assessment 20

Education Program 23

Curriculum 28

Instruction 31

Learning Environment 33

Professional Standards 38

Parent/Community Engagement 44

(Continued)

Appendix: Policy Examples 49

Category: Governance and Planning
Policy Topic: Strategic Planning 49

Category: Academic Standards and Assessment
Policy Topic: Assessment 51

Category: Education Program
Policy Topic: Integrated Academic and Applied Instruction 55

Category: Curriculum
Policy Topic: Curriculum Development 60

Category: Instruction
Policy Topic: Delivery of Instruction 64

Category: Learning Environment
Policy Topic: Equal Educational Opportunities 69

Category: Professional Standards
Policy Topic: Teacher and Other Professional Staff Recruitment and Selection 72

Category: Parent/Community Engagement
Policy Topic: Parent Involvement 75

Bibliography 79

Executive Summary

Over the last several decades, school board members and superintendents have worked diligently to develop comprehensive policy manuals to address the details of governing and managing school districts. The policy services of the state school boards associations have worked equally hard to assure that boards have access to networks of sample policies that establish an effective, legally compliant governance system. That work continues to be important and necessary, but a new component has emerged that requires urgent attention.

The advent of education reform, especially standards-based education, is having a fundamental impact on the organization and delivery of instruction, and on how schools and school districts are organized and governed. Targeting student learning must include school boards, especially in their policy work.

The advent of education reform, especially standards-based education, at the local, state and national levels is having a fundamental impact on the organization and delivery of instruction, and on how schools and school districts are organized and governed. It is not enough to expect teachers to adapt to new expectations and ways of teaching, or to recreate the job of principals. Targeting student learning must also include school boards, especially in their policy work.

In 1996 the policy service and executive staff from the school boards associations of California, Illinois, Maine, Pennsylvania and Washington began identifying the school board policy topics directly related to student learning and developing material to assist school boards and superintendents in focusing policymaking on student learning issues, while maintaining a comprehensive approach to policy. This material is intended to supplement the policy and training services available from state school boards associations, the first, best source of state and local policy assistance.

BEST COPY AVAILABLE

The *Targeting Student Learning* project begins with a framework for school district policymaking, emphasizing the key components to effective policy development, adoption and maintenance. The framework includes the following components:

The legal role of policy – Sets the foundation for the legal force of school district policies and explores the legal authority and limitations of school boards as policymakers.

The purposes of policies – Creates the expectation that the most important policies are targeted on student learning and that all policies should be central to board governance in some respect, such as providing either legal compliance, public accountability and information, or assurance of safety, equity and order.

The relationship between boards and superintendents in policymaking – Describes the professional link of superintendents to the lay governance of the schools by board members, and the reciprocal and complementary roles of the superintendent and board in policy development, adoption and maintenance.

The policy development, adoption and maintenance process – Links policymaking to the other critical governance processes, including strategic planning, budget development, and program and policy review, to improve districts' focus on student learning.

The various roles of staff and community in policy development – Encourages systematic involvement of staff members and the community in policy development in order to gain important perspectives and build support.

Based on this framework, the material explores those policy topics targeted on student learning which should be emphasized in policymaking. The policy topics fall into eight categories:

Governance and planning – Includes policy topics related to board philosophy, strategic planning, policy development and budget planning.

BEST COPY AVAILABLE

Academic standards and assessment – Emphasizes that these are critical issues for board policymaking in standards-based education systems.

Education program – Includes the general education program, integrated academic and applied instruction, specialized learning programs and alternative learning programs.

Curriculum – Includes curriculum development and evaluation, curriculum content and instructional materials.

Instruction – Focuses on instructional goals and delivery of instruction as essential to student learning.

Learning environment – Includes equal educational opportunities, safety and security, student welfare services, student rights and responsibilities, and student activities.

Professional standards – Emphasizes teacher recruitment and selection; staff orientation; teacher evaluation; principal recruitment, selection and evaluation; and superintendent recruitment, selection and evaluation.

Parent/community engagement – Includes shared decision-making, parent involvement, volunteers and community partnerships.

The material identifies key policy components for each topic: first, those components targeted on student learning, and second, other fundamental policy considerations related to that topic. An example of a policy on one topic in each category is included in the appendix to the material.

Targeting Student Learning: The School Board's Role as Policymaker is a new tool designed to address the standards-based environment of public education. It is designed for local school boards and superintendents, school boards associations, and institutions and organizations devoted to the preparation and development of superintendents and other administrators.

Acknowledgments

The officers, boards of directors and executive directors of five state school boards associations – California School Boards Association, Illinois Association of School Boards, Maine School Boards Association, Pennsylvania School Boards Association and Washington State School Directors' Association – are responsible for providing the staff time, funding and other resources that have made this project possible.

Paul Brunelle, retired Executive Director of the Maine School Boards Association, is credited with recognizing the need school boards face today for assistance with policy development designed to help them address demands for better student learning and for organizing the five-state coalition to focus on these issues. Dale A. Douglass, Paul's successor in Maine, also provided important support that allowed the project to continue. Lorraine Wilson, assistant executive director of membership services for the Washington State School Directors' Association, served as project director.

Apple Computers provided support for the focus group which reviewed and commented on the content and organization of this material. Dick Moody, Director of Strategic Initiatives of Apple Computers' Western Education Region, was helpful and generous in assisting with this component of the project and providing an opportunity to review technology options. Project staff wish to thank the members of the focus group for their time and guidance.

Project staff also wish to thank members of the American Association of State Policy Services, the Conference of School Board Association Communicators and the National School Boards Association Federation Members Trainers Conference for time on their agendas and the opportunity to gain insights from the other professionals in service to school boards.

Thanks are also due to many staff members from the five associations who provided important input into the content of the project through thorough and critical review of the various drafts.

Preface

Too often school boards are perceived as micromanagers rather than policymakers. This perception led us to examine the role of school boards and identify a plan of action which would focus the collective attention of school districts and communities on the fundamental purpose of schools – student learning. A major contributor to this project was the recognition that local board policies, more often than not, have been adopted over many years in reaction to immediate needs and issues. In many instances, there is an absence of adequate focus on policies which purposefully direct the education program and target student learning.

A more purposeful approach to policymaking focused on student learning is necessary to meet public demands for education reform and improved student achievement. The significant, even alarming, turnover of local school board members and superintendents also demands a more focused approach to policymaking which allows districts to spend their time on issues that really make a difference for students. The advent of higher student performance standards nationally and in most states creates a further need to pay greater attention to those policy issues related to student learning. School boards cannot uniformly proceed, and succeed, without careful consideration of their critical policy role as they strive to respond to the legislated expectations of their respective states.

To our knowledge, a comprehensive policy project such as *Targeting Student Learning* has never been developed and made available to local school boards and superintendents nor to graduate schools that prepare school superintendents to provide the professional guidance needed and expected by their lay citizen boards.

This project identifies a targeted set of policy topics related to student learning which we believe should be included in any policy manual, along with some key concepts that ought to be addressed within those policies. Thus, it provides a set of policy categories and topics designed to serve as the basis for board/superintendent

leadership and resulting staff implementation of the district's educational program. These categories and topics are directed at the educational program and student learning, and are based on the underlying principle that it is the board's and superintendent's responsibility to ensure that all students have an opportunity to succeed at learning. All the recommended policy topics are considered to be of critical importance and need to be examined as an integrated whole.

The new emphasis on student learning policies also requires a new look at the process of policy development, adoption and implementation. School boards have an opportunity to provide leadership and to legislate a meaningful direction for their schools by focusing their policy development on student learning. Issues related to student learning should dominate the policy manual as well as board discussion time. The policymaking process should be linked to the district's vision for its schools as well as its budget planning processes and other governance policies and management practices. It is expected, of course, that local educators, parents and community members will contribute to the district's policy direction and will therefore understand it and pursue it with diligence. Our work recognizes the unique role that teachers, principals and other staff have in advising the recommendations of the superintendent and the deliberations of the school board, and the equally important participatory role of parents and the general community. The district's policymaking process should be one that results in more effective governance, more effective policy implementation and, ultimately, improved student achievement.

This material is intended for use by:

- school board members as they examine their roles as policymakers
- local boards as they evaluate their existing policies and develop new policies
- superintendents as they facilitate board policy development

- state school boards associations as they provide policy and board development services regarding the policymaking role of boards

- graduate schools involved in the preparation of school district administrators

- school administrator associations as they provide professional growth for their members

It our hope that this material will be a catalyst for school boards and superintendents to change the focus of policymaking and its implementation for improved student learning.

Introduction

Policy adoption is one of the primary roles of school boards in today's system for governing public education. Like Congress, state legislatures and city or county councils, school boards establish the direction and structure of their school districts through the legislative act of adopting policies, under the authority granted by state legislatures. School board policies have the force of law equal to statutes or ordinances, and prescribe the actions of everyone within the board's jurisdiction. The board itself is required to follow its own policies as law, until the policies are appropriately amended or rescinded.

The primacy of policy adoption among school boards' different roles draws the attention of those concerned about the purpose of school boards now, and as education reform is designed and implemented in the states. We adhere to the premise that locally elected lay governance of the schools remains the most effective and accountable means of providing public education. However, we also believe that the time has come for school boards to reexamine and focus their policymaking efforts, specifically to improve student learning.

The time has come for school boards to reexamine and focus their policymaking efforts, specifically to improve student learning.

Historically, few legislative/policy bodies at any level have proceeded with a prioritized and focused program of legislation. At the state and federal levels, legislative decisions are often influenced by the relative urgency of various social or constituency demands, political trading of priorities and the comparative clout of legislative leaders. At the local level, some communities and school districts try to link their policymaking efforts with priorities determined through their strategic plans and short-term goal setting, but still often find themselves in a reactive mode. That is, local policymaking may respond to changes in state and federal laws and regulations, random events and issues, and special interests raised by parents, teachers, students or other constituent groups of the district.

BEST COPY AVAILABLE

In school districts this has led to the creation of complex and extensive policy manuals that sometimes deal more with legal compliance and requirements imposed from other levels of government than on the vision, direction and goals of the local district or on student learning. School boards associations across the country have developed sophisticated expertise in assisting local school districts in keeping their policies current and in compliance with legal mandates.

Policy manuals often deal more with legal compliance and requirements imposed from other levels of government than on the vision, direction and goals of the local district or on student learning.

Although this current compliance-based orientation of school district policymaking remains a necessary component of effective school governance, compliance with mandates alone is not sufficient for school boards to govern effectively. *Policymaking needs to be better integrated with district planning and priorities. Furthermore, it is urgent that local school boards begin to focus most of their attention on policymaking designed to improve student learning, and that superintendents develop more effective general management practices and processes to support student learning.* This is particularly important given the advent of student learning standards and assessments at the national level and in many states. High standards are being established, and students and school districts are being held accountable for achieving those standards. In order to create a system that will help all students meet rigorous standards, school boards and superintendents need to focus their time and other resources on policies targeting student learning.

In the work that led to these conclusions, we examined the academic literature that argues that the current model of school board governance needs dramatic reform. Some of this material articulates our concerns that school boards need better opportunities to integrate their planning and policymaking functions in order to create environments where students can achieve. We are concerned, however, that school boards not abandon other critical aspects of their roles and responsibilities in too close an embrace of an academic model not sensitive to the public accountability obligations of school boards.

BEST COPY AVAILABLE

Ordinary citizens seem to agree with the academicians that one of the most important functions of the school board is to develop and adopt policies that effectively improve learning for all students. But, they also want more. The school board remains the community's link to what happens in the schools. As locally elected, lay leadership with final authority and accountability, school boards can reduce the sense of alienation from the public schools that too many in the community feel. Too dramatic a reduction in the number of areas where the board is active, even in the name of focusing on increased learning for all students, will aggravate some citizens' sense of alienation and decrease community support for the schools. Broad-based community support is absolutely necessary to the success of the public schools. Any flagging in that support leads to serious financial shortfalls, intractable and widespread student discipline problems, shortages of critical volunteers, and other obstructions to the new student learning policies to which the board should devote itself. Although school boards do need to make time to work on student learning policies and to organize their policymaking to more efficiently handle those topics not directly related to student learning, there still must be time for conversation and interaction with the community on both macro and micro issues. Any reform that neglects this reality will do more harm than good.

What we provide in the following material is a balanced approach for maintaining the effective and necessary aspects of current school board policymaking while focusing policymaking on improved student learning. The first step is to discuss the framework for school district policymaking, including:

- the legal role of policy
- the purposes of policies
- the relationship between boards and superintendents in policymaking
- the policy development, adoption and maintenance process

- the various roles of the staff and community in policy development

The second step is to explore the policy topics we have identified as most targeted to improve student learning. These are divided into eight categories:

- governance and planning
- academic standards and assessment
- education program
- curriculum
- instruction
- learning environment
- professional standards
- parent/community engagement

Within each category, specific policy topics are identified (e.g., the Governance and Planning category includes policies addressing board philosophy, strategic planning, policy development and budget planning). Then, for each topic, we suggest key concepts or components related to student learning that boards should address in their policies, as well as other fundamental policy considerations such as compliance provisions. Finally, to demonstrate this approach to policymaking, we offer a few examples of policies on key topics.

This approach is different from how school board policy customarily has been developed, adopted and implemented. In addition to compliance-based policies, which continue to play a critical role in effective and legal governance, this material is meant to provide suggestions for new "processes" by which school boards and their staffs approach policymaking focused on improved student learning.

Part One:

Framework for Effective Policymaking

Before boards and superintendents can consider and address the policy topics that are most central to student learning, it is necessary to understand the role of policies in district governance. That is, the board's policymaking role needs to be appreciated as a key leverage point in providing direction for the schools and, therefore, impacting student learning. Effective and efficient policymaking requires planning, teamwork, community/staff input and sufficient time for thoughtful work on student learning policies.

The board's policymaking role needs to be appreciated as a key leverage point in providing direction for the schools and, therefore, impacting student learning.

This section provides a framework for school district policymaking which looks at the board's legal authority to adopt policies and the force of law that these policies exert; the various purposes of policies; the relationship between boards and superintendents in policymaking, including the differences between governance and management; the process used to develop, adopt and maintain policies and how to use this process effectively; and the importance of appropriately involving staff and the community in policy development.

The Legal Role of Policy

The constitution of each state requires the provision of public elementary and secondary education. The legislature in each state is the body with the authority and responsibility to provide the system of public education. State legislatures in all states, except Hawaii, have authorized the creation of local school districts and school boards to govern those districts. In addition to creating local lay citizen boards to govern their school districts, most states also have provided that each of these citizen boards benefit from the direct

advice and professional assistance of a superintendent, the chief administrator of the district.

School boards govern by the adoption of policies, which have the force of law. Policies place legal limitations on students, staff, parents, community members and board members themselves.

The adoption of some specific policies by boards is often required by legislative mandates and state or federal administrative rules and regulations. Other policies are initiated and adopted at the discretion of local boards.

The courts describe the authority of school boards as the authority to do whatever is explicitly authorized by state law, or to exercise power implied by state law. Some state legislatures have taken steps toward broadening school boards' power by allowing them to take actions not prohibited by law, instead of requiring specific legislative authority. For example, in Washington state a school board may adopt policies not specifically barred by state law, if the policies will either improve kindergarten through high school public education or enhance the efficiency of the administration of the schools. The school boards in some other states, however, are still subject to the traditional limitations on their power: the proposed action must be explicitly authorized or authorized by implication under state law.

The authority to govern through policies rests with the board as a whole. Board members generally have no individual authority by virtue of their election to the board. Some aspects of state law may give limited authority to individual board members because of their specific role. For instance, the presiding officer of the school board may have limited individual authority under state law. Local policy also can give authority to individual board officers or committee chairs. On the whole, however, a board member can only be as effective as his or her ability to persuade a majority of the board to support a proposed course of action. An individual board member has only one vote; policymaking requires the agreement of the majority.

The Purposes of Policies

Policies are adopted by boards for a number of reasons. *It is through policy that the board establishes and communicates its priorities, expectations and programs.* In order to govern effectively, boards must have policies in place that enable and support student learning or otherwise are central to board governance. For example, to support student learning, the board might want to establish a goal that all students will have access to technology. To accomplish this goal, the board might adopt a policy directing the superintendent to develop a district technology plan. The policy could also direct the superintendent to form a technology committee and to develop administrative procedures that deal with such issues as staff training, available resources and collaboration with local businesses, agencies and other educational institutions.

It is through policy that the board establishes and communicates its priorities, expectations and programs.

Even if a policy is not directly related to student learning, it may be central to board governance. It may address the need to be accountable to the public and/or higher levels of government, or it may address important student or staff issues such as safety, equity, order and discipline. To ensure that the readers of the policy understand its importance in the board's governance of the district, its relation to important governance issues should be clear. For example, a complex public bidding policy is not merely a reiteration of statutory requirements, but also is based on the board's duty to be a careful steward of the public's money and its responsibility to comply with state law.

Boards also adopt policies simply to comply with state or federal mandates. Efforts to improve a school board's policymaking process must accommodate state and federal laws that require particular policies be adopted at the local level and that these policies contain specific components. There may be no critical governance issue related to some policies driven by state or federal law, beyond the fact of the legal mandate. Those policies should be dealt with expeditiously by the board. But student learning policies may also

have important legal compliance components. For example, not only is an effective special education policy important to a district's efforts to improve student learning for all children, but federal and state law specify particular components that must be addressed in policy.

Finally, policies serve an important informational purpose. Policies are a valuable instrument in the communication between a board and its staff, students, parents and the larger community. If student learning is the focus of a school board, that focus can be explained through the board's essential policies. The district's relationship with state and federal lawmakers can be demonstrated through policies that outline and address legal compliance requirements. Staff can rely on district policies to assist them in addressing issues that may be out of the ordinary. Therefore, a major role for a district policy manual is to be an informational resource about the board's priorities and the prohibitions and directions governing all aspects of the district's operations.

The Relationship Between Boards and Superintendents in Policymaking

In simple terms, the relationship between boards and superintendents is that school boards govern while administrators manage the schools on a daily basis. Boards exercise governance and policymaking through short-term and strategic planning, hiring and evaluating the superintendent, adopting policies, adopting budgets, approving local student learning standards, and evaluating program and policy effectiveness. Superintendents and other administrators manage the district through implementing policies; recommending the hiring of and supervising certificated and other employees; administering resources within budget parameters; developing and implementing instruction, programs and services necessary to achieve student learning standards; evaluating program and staff effectiveness; and maintaining order in the schools.

Most district policy systems provide structure to this division of responsibilities between boards and administrators. Like state and federal legislators who adopt laws directing executive branch agencies to develop more detailed rules or regulations, school boards often adopt policies which give the administration the authority to develop and implement administrative procedures consistent with the board's policies. (The terminology varies from state to state; we are using "procedures," which in some states are called "regulations.") The administration usually provides its implementing procedures to the board for review, but the board typically does not adopt procedures.

Of course, despite this basic division of responsibilities, the superintendent is expected to assist the board with its governance responsibilities by providing advice and recommendations. Governance, in reality, requires strong teamwork between the board and superintendent. This is true in policy development just as it is in all areas of board authority. This advice is best provided through a process which includes the superintendent seeking the participation of appropriate personnel and advisors during his/her development of policy recommendations to be presented for board consideration and final action.

Governance requires strong teamwork between the board and superintendent. This is true in policy development just as it is in all areas of board authority.

The Policy Development, Adoption and Maintenance Process

As school boards shift their policy focus to student learning, the process used to develop and adopt policies will necessarily change. Some policies will still be adopted simply to satisfy legal requirements, but policy decisions will also be based on district priorities established through planning processes. Budgets, curriculum, student and staff handbooks, and other district documents should then be aligned with those board-established priorities, so there will be greater integration and support for the district's goals for student learning. To the extent possible, the district should also align its

BEST COPY AVAILABLE

other legal responsibilities, like collective bargaining agreements and contracts, with its priorities and goals for student achievement.

The policy adoption process begins with the identification of issues that affect students, schools and the community. The need for new or revised policy may be brought to the board's attention by individual board members, the superintendent, staff, the district's attorney or policy consultant, students, parents or other community members. It is during this phase of the process that the board can decide to focus its attention on issues that have the greatest impact on student learning. These issues should be consistent with and help support the district's priorities and vision.

Once a policy issue is raised, the board should expect the superintendent to provide relevant data. Some policy issues, particularly those related to learning and instruction, will require a review of the current academic research, with analysis regarding how that research relates to the district's goals and priorities. This process enables the superintendent to make recommendations and the board to make policy decisions which are based on valid data, previously established priorities, and existing resources or the need to acquire new resources. The board should also seek appropriate input from other affected or interested parties, including students, staff, parents and community members.

Typically the superintendent provides drafts of proposed policies and recommends them to the board. Attention needs to be paid to a consistent approach to drafting policies. Too often policies have been drafted by different people, at different times and for different purposes, without the benefit of consistent drafting principles and format. Many state school boards associations provide sample policies and formats to assist school board members and superintendents.

Policies need to express the board's purpose and direction as reflective of the community. The differences between policies and administrative procedures need to be defined and consistently maintained in the drafting process.

The policy drafts are reviewed at public board meetings with opportunities for input. The nature of the policy issue will indicate the appropriate public input approaches in a particular case. Such input can be obtained through written reports, focus groups, informal meetings, community forums separate from school district business meetings, formal hearings or public comment during the policy adoption process.

The board needs to ensure that the draft accurately reflects its intent and clearly communicates its direction, and that potential consequences have been considered. Following adequate review and discussion of the drafts, policy actions by the board must take place in a legally called meeting with a quorum of the board present. Final actions require the vote of an appropriate majority of the board.

The board policy manual is a "living document." Because policies direct school district operations on a daily basis, they need to be reviewed and evaluated periodically to monitor their effectiveness. Evaluation of the effectiveness of existing policy may take place when an individual or an event prompts the board to take a closer look at the policy, or as part of the board's regularly scheduled policy review process. The need to evaluate a policy may also be raised by changes in state or federal law or regulation or by district or community events.

Policies should expressly provide a time and method for periodic board monitoring of the program or issue and of the policy itself. This enables a board to plan for and properly develop policies for emerging issues. A board should consider establishing an annual policy agenda. This practice will allow the board to integrate its policy agenda with its planning and budgeting processes. A policy review committee can serve as an important component in the process for monitoring district policy. A schedule and process for policy monitoring will ensure that a board spends a majority of its time discussing its broader policy priorities and aligning its other governance policies to support student learning, rather than reacting to event-specific policy issues.

Ideally, this process of policy development, adoption and maintenance should occupy most of the board's time. When working with policy, if a board and superintendent have a good understanding of their respective roles, policy issues addressing legal compliance and/or providing information to the staff, students, parents and community will then be resolved routinely and efficiently. Then the majority of time spent on policy will focus on those issues most directly relating to student learning.

The Various Roles of Staff and Community in Policy Development

In addition to the primary roles of the school board and superintendent in policy development and adoption, the roles of other administrators and professional staff need to be defined within the process, in order to capture the knowledge and experiences of those individuals. The process also must define the role of the community and provide adequate opportunities for meaningful public input as policies are adopted and revised.

The roles of administrators and professional staff within the policy development process need to be defined in order to capture the knowledge and experiences of those individuals. The process also must define the role of the community and provide adequate opportunities for meaningful public input.

The superintendent should assure the appropriate participation of staff by designing and implementing a system for input. The system should encourage continuous examination and feedback with each draft of the policy. The superintendent's report to the board during the policy development process can include a description of input sought and received. Meaningful staff involvement is likely to develop internal support for a policy, thus improving the implementation process.

Because board policy is "local law" applied to the public schools, there often need to be community input opportunities beyond the traditional public comment component during the policy adoption process at school board meetings. Critical elements of community involvement include:

- providing draft policy documents in sufficient quantities and in a timely manner

- establishing and publicizing opportunities for community participation

- allowing opportunities for all points of views to be heard and for questions to be asked

- informing the community of the board's intended time frame for potential subsequent actions

Staff and community input provides the opportunity to "test drive" the proposed policy before its enactment. In addition, it allows the board to discover the potential for ambiguity, unintended consequences or multiple interpretations in a draft, before implementation is attempted. Still, the board should keep staff and community input in perspective with the total district program. The board must weigh the merits of the input, carefully consider the different perspectives, and then make its own judgments and exercise its own leadership.

Part Two:

Student Learning Policy Topics

Sorting through all the existing policies in most school districts or in policy service manuals from state associations, and identifying those governance policies most directly intended to improve student learning, is a complex task. It is complex not because few policies are related to student learning, but because a case can be made that most policies were developed with the intention of improving the educational opportunities available to students. Even those policies mandated by federal and state governments were usually intended by those legislators to provide equity and improve the safety and quality of programs available to students.

Identifying those governance policies most directly intended to improve student learning is a complex task. The task is not to eliminate other policies, which may be important for accountability, safety, or legal compliance, but to establish an efficient policy adoption and management process that allows boards to focus on those policies most directly related to student learning.

Admittedly some policies are exclusively devoted to issues like employee welfare, appropriate accounting techniques or building code compliance, which peripherally relate to the quality of the education program. Yet school board members cannot ignore these and other policies despite the remote relationship to student learning. Those issues are critical to accountability, safety or legal compliance, which remain important aspects of school district governance.

So the task is not to eliminate most policies, but rather to identify those related to student learning and to establish a policy adoption and management process. Then all the other policies need to be organized and reformed so that the board can deal with them efficiently, leaving more of the management of these issues to the administration but demonstrating public accountability and taking final responsibility.

BEST COPY AVAILABLE

The following are eight policy categories identified as most directly related to student learning, with recommended policy topics within each category:

- **Governance and Planning**
  Board Philosophy
  Strategic Planning
  Policy Development
  Budget Planning

- **Academic Standards and Assessment**
  Academic Standards
  Assessment

- **Education Program**
  General Education Program
  Integrated Academic and Applied Instruction
  Specialized Learning Programs
  Alternative Learning Programs

- **Curriculum**
  Curriculum Development and Evaluation
  Curriculum Content
  Instructional Materials

- **Instruction**
  Instructional Goals
  Delivery of Instruction

- **Learning Environment**
  Equal Educational Opportunities
  Safety and Security
  Student Welfare Services
  Student Rights and Responsibilities
  Student Activities

- **Professional Standards**
  Teacher and Other Professional Staff Recruitment and Selection
  Staff Orientation
  Staff Development
  Evaluation
  Principal Recruitment and Selection
  Superintendent Recruitment and Selection

- **Parent/Community Engagement**
  Shared Decision-Making
  Parent Involvement
  Volunteers
  Community Partnerships

In the following material, each of the policy topics has two sections: components related to student learning and other fundamental policy considerations. Other fundamental policy considerations often address public accountability issues or legal compliance.

The material in each section is not intended to be policy language. Each statement is a critical component or key concept related to that topic, but not the policy language itself. Each element is intended to frame an issue or identify interests that a school board would want to address in a policy on that topic. Districts will address the issues differently for a variety of reasons, but each school board should address the issues identified in the material. For instance, a promotion and retention policy may be strict in one district and not in another, but both districts need to find the appropriate local balance between assuring that students have met academic standards before advancing and not discouraging children into disengaging from the schools.

The appendix contains eight examples of policies, one from each of the major policy categories. The sample policies come from the states participating in the project. Each example is one approach to addressing the issues already identified as related to student learning or otherwise fundamental in school district policies. This publication is not intended to be a set of sample policies. The policy examples are one additional tool in analyzing and utilizing this material.

Admittedly, school districts and state school boards associations may not have all of the policies in place to address student learning through the eight policy categories, related topics and components. An approach to using this material might be to match those policy topics and components identified here as critical to student learning with those policies that already appear in a policy service collection or district policy manual. Then those policies should be prioritized for increased attention from boards, superintendents and policy advisers. This material does not minimize the need for comprehensive policy manuals, but rather provides a means of focusing policymaking on student learning.

Governance and Planning

Carefully targeted board policies which clearly establish the board's vision, goals and priorities are essential to focusing district resources – time, personnel and money – on student learning. Governance and planning policies include those related to board philosophy, strategic planning, policy development and budget planning.

Policy Topic: Board Philosophy

Components Related to Student Learning:

- The board's primary responsibility to each student and the community is to advocate for and provide adequate and equitable educational opportunities.
- The board is committed to adopting and maintaining a rigorous core curriculum and student performance standards designed to promote student achievement.
- The board is committed to meeting the needs of each student, recognizing that early identification of problems and responses enhance student learning.
- The board believes that preparation to become a contributing member of society is integral to public education in a democracy.
- The board understands that student and staff diversity enriches the learning experience of all students, especially when the district acknowledges diversity and supports each student.
- The educational environment should complement an educational process designed to nurture each child's development as a continuous learner.
- The board supports the role of professional staff as educational advisors responsible for the fulfillment of the board's philosophy.

- The board provides support for hiring, evaluating and developing professional staff.

- Hiring, evaluation and development of professional staff should focus on staff's skills and abilities in maximizing student learning.

- The board is committed to involving parents in the formal education of their children and respects parental rights.

- The board acknowledges that ultimate accountability for student achievement in the district rests with the board as elected representatives; the board also expects accountability from each member of the education community.

- The district's philosophical principles will be incorporated in all district programs and activities.

Other Fundamental Policy Considerations:

- The board will adhere to the statutory roles and responsibilities of the board.

- The board conducts the district's business in an open and democratic manner.

- The board is committed to continuous board and board member development.

- The district's philosophical principles are regularly reviewed.

Policy Topic: Strategic Planning

Components Related to Student Learning:

- The board is committed to a continuous process of visioning, planning, implementation and evaluation because it improves the district's capacity to provide programs that enhance student learning.

- The focus of strategic planning is on planning for, adopting and evaluating learning goals and standards; aligning delivery of instruction with the standards; and assessing programs and student performance.

Other Fundamental Policy Considerations:

- District planning processes include strategic planning, budget planning and policy development planning.

- Planning addresses short- and long-term needs and goals; establishes measurable outcomes, priorities and activities; and develops strategies, resources, responsibilities and communication channels.

- The board is committed to community and staff involvement in planning.

- Planning is a systemic and ongoing process supported by structures and timelines for reviewing the effectiveness of current plans and the introduction of new issues.

Note: See the appendix (page 50) for a policy example on this topic.

Policy Topic: Policy Development

Components Related to Student Learning:

- The district's policy development and review agenda for each year is focused on policies related to student learning, while efficiently addressing other policy issues where board accountability is necessary.

- The board relies on relevant research and data and on professional recommendations in making policy decisions intended to enhance student learning programs.

- Policy development and review are aligned with the vision and strategic and budget plans of the district so that all district efforts are focused on student learning.

Other Fundamental Policy Considerations:

- The board is committed to involving the community and staff in policy development.

Policy Topic: Budget Planning

Components Related to Student Learning:

- Budget planning is aligned with and connected to the district's goals and objectives for student learning.

- Categorical funding and its relationship to the district's learning goals are considered in budget planning.

Other Fundamental Policy Considerations:

- The board recognizes the value of staff perspectives as professional educators and seeks meaningful staff participation in the budget planning process.

- Parents and the community are involved in budget planning; an information program emphasizes the relationship between fiscal needs, community support and the district's goals and objectives.

- The board recognizes the distinctions between budget development and adoption as a planning and governance process and financial management as an implementation task.

- The board sets an expectation for sound financial practices, appropriate checks and balances, prudent investments and effective management of district resources.

- Budget planning policies identify legal requirements and constraints the district faces in the budget planning process.

- Revenue sources and their relative proportions are identified.

- The district considers facilities planning as part of the long-term budget planning process.

- Short and long-term enrollment projections are conducted.

- The district's procurement process(es) are aligned with the budget planning process to enhance the efficient use of district resources.

Academic Standards and Assessment

Carefully targeted board policies that establish academic standards and assessment programs are essential to create, evaluate and improve a quality education program that optimizes student achievement.

Policy Topic: Academic Standards

Components Related to Student Learning:

- The district's vision, mission and goals shape the academic standards that are established.

- Content and performance goals clarify what students are expected to know and be able to do at each grade level and in each area of study. These goals are based on academic standards in place in the district that address the skills that students will need in order to be successful in higher education and the workplace, and include basic skills, problem-solving abilities and conceptual thinking.

- There is an emphasis on articulation of standards between elementary, secondary and postsecondary institutions to ensure smooth transitions for students.

- Staff is directed to employ instructional strategies and establish content and performance goals to help each student achieve the district's standards and other standards required by law, if any.

- Student promotion is based on individual achievement of academic standards at specific levels of development.

- Accelerated programs for students who meet standards before their chronological peers are designed to maintain student interest and continue achievement, while providing for social and emotional development.

- Remedial programs for students who do not meet the required academic standards are designed to meet individual learning challenges, while providing incentives and encouragement to remain engaged in learning.

- The standards provide a basis for evaluating the instructional program. Education programs, courses and materials are reviewed prior to adoption and while they are employed to assess their effectiveness. Standards may also be used in evaluation of teacher performance.

- Based on student achievement data, standards may be revised as necessary to maintain the effectiveness of district programs and to improve the quality of education received by district students.

Other Fundamental Policy Considerations:

- The district's academic standards are consistent with the standards promulgated by the state, if any.

- Standards are developed through a process that involves staff, students, parents, and community members.

- Promotion and retention policies are consistent with state requirements, if any.

- Local graduation requirements are consistent with state requirements, if any.

Policy Topic: Assessment

Components Related to Student Learning:

- The district's system of assessment includes multiple assessment instruments and processes designed to evaluate, record and inform students and parents of each student's academic progress, including proficiencies and deficiencies.

- In addition to assessments of individual student achievement, the district's assessment system is used to evaluate the effectiveness of the district's educational program, curriculum, instructional materials and teaching strategies.

- Regular reports are provided which identify student progress toward district performance standards at each grade level and in each area of study.

- Instructional staff is directed to link course assessments to course goals and academic standards.

- Assessment instruments and processes are used in promotion and retention decisions, where administrative and professional staff are directed to work together and with parents and students in determining each student's appropriate educational program.

- Graduation requirements are linked to the district's assessment system for determining achievement of academic standards.

Other Fundamental Policy Considerations:

- The district's assessment system is consistent with and includes state assessment requirements, if any.

- Reports of student achievement are provided to students and parents and include progress reports, report cards, parent conferences (which may include students) and regular communication between school staff and parents.

Note: See the appendix (page 52) for a policy example on this topic.

Education Program

Carefully targeted board policies which direct and organize the district's education program are critical to student achievement, particularly in the current environment of national, state and local learning standards and assessment. Policy topics related to the education program include the general education program, integrated academic and applied instruction, specialized learning programs and alternative learning programs.

Policy Topic: The General Education Program

Components Related to Student Learning:

- Each school makes available to students instruction in basic skills and work skills that meet state and local instructional requirements.
- The general education program is designed to meet individual learning needs across the total spectrum of students and abilities.
- Each secondary school makes available to students instruction that meets state and local graduation requirements and post-secondary entrance requirements.
- The general education program provides comprehensive instruction to enable students to meet state and local learning standards.
- The general education program includes effective integration of school-to-work instruction.
- Instructional programs are articulated between elementary and secondary levels.

Other Fundamental Policy Considerations:

- There is a process for program evaluation to periodically review the effectiveness of the instructional program.
- Implementation and evaluation include the professional input of district staff, parents and the broader community.
- Compliance with state regulatory provisions regarding the general education program is assured.

Policy Topic: Integrated Academic and Applied Instruction

Components Related to Student Learning:

- The district's curriculum offers school-based, work-based and community-based learning opportunities and reflects changes in technology and the labor market.
- Career awareness and guidance counseling are provided in order to help students establish immediate and long-term educational and career plans in accordance with their individual needs, abilities and interests.
- The district has an integration plan which includes regular assessment of the district's progress and may include such strategies as establishing sequenced courses related to various career paths; establishing career clusters and majors which include a planned program of job training and work experience; and developing apprenticeships under the direction of master craftspeople.
- Staff development opportunities are designed to develop both an understanding of how academic and vocational instruction can be integrated and implemented to increase student learning, and skill in evaluating and combining available instructional resources. Staff also has opportunities to collaborate with other staff members in the alignment of curriculum.

Other Fundamental Policy Considerations:

- The district's curriculum for integrated academic and applied instruction is developed with the collaboration of all grade levels and disciplines, including the effective linkages between elementary, secondary and postsecondary educational institutions.

- Parents and representatives of businesses, labor organizations, community agencies and employment training programs will be involved in the development of a curriculum that satisfies the district's educational objectives and the community's needs and that reflects changes in technology and the labor market.

Note: See the appendix (page 56) for a policy example on this topic.

Policy Topic: Specialized Education Programs

Components Related to Student Learning:

- Specialized learning programs supplement and reinforce the core curriculum, enabling special needs students to meet state and district performance standards and to improve achievement in basic and advanced skills as appropriate for each student.

- Identification of eligible students is based on individual student needs which are annually assessed with objective educational criteria.

- Individual learning plans are developed which describe the services to be provided to each student.

- Staff development programs are sensitive to the needs of diverse student populations and the ability to meet those students' needs.

- Staff evaluations include reports of student progress and achievement for students participating in specialized learning programs.

Other Fundamental Policy Considerations:

- The district complies with all federal and state laws when determining allocation of funds and eligibility of students for compensatory programs.

- The district complies with all other federal and state laws and regulations pertaining to special education programs.

- The district has policies on all topics mandated by federal law, including policy on parent involvement in Title I programs and comparability in instruction.

- Specialized learning programs are coordinated with other district and community resources, including health services, and with state and federal compensatory programs.

- Parents are notified, in their primary language if feasible, regarding program information, assessment results and any other notifications required by law.

Policy Topic: Alternative Education Programs

Components Related to Student Learning:

- Alternative education programs are designed to implement school-level reform, support innovation and meet diverse individual learning needs. Programs may emphasize a specific element of the district-approved curriculum, specific instructional strategies, a governance process different from that used in other district schools, or other methods as a means of individualizing the educational program.

- Alternative programs identify program goals, including expected student outcomes which enable students to achieve district and state learning standards.

- Regular evaluation of the alternative program is designed to determine the program's effectiveness in meeting students' needs and program goals.

Other Fundamental Policy Considerations:

- Potential alternative programs are evaluated through processes that include staff, parents and community members. Consideration is primarily given to the proposed program's ability to function effectively and to meet its educational goals.

- Identification of students for alternative programs does not result in segregation or discrimination.

- Annual reports to the board provide information about the status of the district's alternative programs including, but not limited to, the number of students participating in the programs and the proportion of students who meet the district's graduation requirements and other standards.

Curriculum

Carefully targeted board policies that establish priorities and processes for curriculum development and evaluation, curriculum content, and instructional materials are essential in ensuring that the educational program meets the learning needs of each individual student.

Policy Topic: Curriculum Development and Evaluation

Components Related to Student Learning:

- Curriculum priorities and guidelines are based on student needs as determined by research, demographics and data related to student achievement within the district.

- The board-adopted curriculum reflects district philosophy and goals and delineates the skills, knowledge and abilities that students need to be successful, lifelong learners.

- A curriculum review cycle is established to ensure regular evaluations of the curriculum and instructional program and their effectiveness in meeting students' needs and district goals for the instructional program.

Other Fundamental Policy Considerations:

- The process for curriculum development and evaluation includes input from teachers, administrators, students and parents from all grade levels, disciplines, schools, and specialized and alternative programs, and is coordinated with the process for selection and evaluation of instructional materials.

- The curriculum is aligned district-wide and articulated across all grade levels.

- The district's curriculum is aligned with the state model curriculum, if any.

- The district's curriculum is aligned with state and district standards.

Note: See the appendix (page 61) for a policy example on this topic.

Policy Topic: Curriculum Content

Components Related to Student Learning:

- The instructional program provides students with a mastery of skills and knowledge in mathematics, English, science, civics and government, economics, history, geography, health and safety, physical education, foreign language and the arts.

- The curriculum includes opportunities for students to develop the ability to analyze, think creatively, solve problems, make decisions and apply knowledge and skills to real-life situations.

- The adopted curriculum includes a well-articulated sequence of courses that specifies expected outcomes and priorities of learning areas. Courses of study prepare students for secondary and postsecondary courses and give students the opportunity to attain appropriate employment skills.

- A comprehensive range of courses allows students to pursue an education plan suited to individual goals and areas of interest.

- The courses conform with district graduation requirements and are aligned with the district's performance and content standards.

- The district provides a continuing program of staff development to assist teachers and administrators in remaining current about curriculum issues and available instructional materials.

Other Fundamental Policy Considerations:

- The instructional program and curriculum accommodate student diversity.

- The board seeks advice on curricular issues from the professional staff, and input from students, parents and community members.

- The district's instructional program and curriculum are consistent with state resquirements, if any.

Policy Topic: Instructional Materials

Components Related to Student Learning:

- Instructional materials effectively support the adopted courses of study and are aligned with the development and evaluation of the district's curriculum, as well as the district's content and performance standards.

- Instructional materials are evaluated based upon curriculum goals, quality of scholarship, presentation of diverse viewpoints, accuracy of information, the inclusion of a wide range of materials at all levels of difficulty, and appeal to students of varied interests, abilities and maturity levels.

Other Fundamental Policy Considerations:

- An instructional materials evaluation committee is established which may include teachers, administrators, other staff with subject matter expertise, as well as parents and community members broadly representative of the district's ethnic and socioeconomic composition.

- Provision is made to avoid conflicts of interest for members of the curriculum selection committee.

- The selection of instructional materials is aligned with the curriculum development process.

- Budget planning emphasizes provision for instructional and resource materials.

Instruction

Carefully targeted board policies that recognize the importance of utilizing various teaching strategies and educational philosophies in the delivery of instruction are essential in meeting the learning needs of each student.

Policy Topic: Instructional Goals

Components Related to Student Learning:

- The board expresses the importance of providing appropriate educational opportunities in accordance with the varied needs and learning styles of students.
- Provision is made for adequate resources to be utilized by staff in the delivery of instruction.
- Administrative and professional staff are directed to continually monitor and research educational theories and practices.

Other Fundamental Policy Considerations:

- Instructional goals of the district comply with state curriculum requirements.

Policy Topic: Delivery of Instruction

Components Related to Student Learning:

- Administrative and teaching staff consider, adopt and review instructional strategies related to the board-adopted curriculum.

- Instructors conform with the district's goals and objectives as expressed in the courses of study. Staff also develops performance objectives and lesson plans which are consistent with these goals and objectives.

- Staff is directed to develop course guides that reflect various methods of delivering instruction, taking into consideration different learning styles and ability levels.

- Instructional and resource materials are selected and approved that support various instructional methods.

- Technology is used to help develop alternative methods of curriculum delivery in order to give students new ways to access information and to develop technological skills and capabilities.

- Teachers, instructional aides and administrators receive training in curriculum delivery, including available technologies. This training ensures that teachers understand the curriculum as well as monitor it to see that it is delivered effectively.

- Off-site learning opportunities like field trips and work-based instruction are included in the educational program, and are related to the curriculum and district's learning goals.

- Scheduling and calendars, including school year, school day, and class length, are addressed by the board to maximize and concentrate time spent on instruction and learning.

Other Fundamental Policy Considerations:

- Budget planning emphasizes provision for staff training and research in effective instructional strategies.

- Budget planning includes provision for off-site instruction opportunities.

Note: See the appendix (page 65) for a policy example on this topic.

Learning Environment

Carefully targeted board policies which create an environment conducive to learning are essential to student achievement. Policy topics include equal educational opportunities, safety and security, and student welfare services.

Policy Topic: Equal Educational Opportunities

Components Related to Student Learning:

- The board makes a commitment to provide equal educational opportunities to all students. Equal educational opportunities include equal access to all district programs and services.

- Prohibited categories of discrimination are listed. For example, discrimination on the basis of gender, race, color, national origin, physical or mental disability, or other criteria established by federal or state law or district policy are prohibited.

Other Fundamental Policy Considerations:

- The district's policy on equal educational opportunities complies with state and federal law.

- The superintendent is directed to develop administrative procedures which provide for an appeal process; a nondiscrimination coordinator; a method for providing notice, when possible in the person's primary language, of the district policy to staff, applicants, students, parents and community members; and a grievance procedure to address student concerns or complaints about implementation of the board's policy by the district.

Note: See the appendix (page 70) for a policy example on this topic.

Policy Topic: Safety and Security

Components Related to Student Learning:

- The board recognizes that a safe environment is necessary for learning to occur, and directs the superintendent to develop a comprehensive safety program.

- The district's safety program emphasizes a preventative approach, including violence prevention. High expectations are set for student and staff conduct, responsible behavior, and tolerance and respect for others.

Other Fundamental Policy Considerations:

- The district's safety program complies with legal requirements, including workplace safety laws and rules, collective bargaining agreements, and other contractual obligations.

- Safety plans may address building safety, the role of security staff, methods of identifying and evaluating risks, first aid, crisis management and emergency care, fire and protection plans and drills, plans for closing schools due to hazardous weather or other emergencies, school bus safety, evacuation drills and other safety measures deemed appropriate.

Policy Topic: Student Welfare Services

Components Related to Student Learning:

- Student welfare services provided by the district may include educational and psychological testing, social services, and guidance and counseling services provided by designated district staff or contract professionals.

- District assessments and classroom evaluations are used to identify students at risk of failing to meet district standards.

Other Fundamental Policy Considerations:

- The district's policy complies with legal requirements for providing student welfare services.

- Training programs are provided for staff to ensure use of appropriate intervention strategies and referral decisions.

- The district's policy may also include a provision for student insurance, including designation of a company to make available student accident insurance and to require or provide student accident insurance for athletes.

Policy Topic: Student Rights and Responsibilities

Components Related to Student Learning:

- Student rights are conditioned upon the student's age and maturity in a school setting.

- Expectations for student conduct are established to maximize each student's individual potential and to provide a positive learning environment.

- Students are required to respect the rights of others.

- Disciplinary action is provided when a student violates the rights of others.

- Positive conflict resolution techniques for staff and students are emphasized.

- Attendance requirements are established to enhance continuity of instruction and learning in order to improve attainment of academic standards.

Other Fundamental Policy Considerations:

- The district's policy complies with federal and state legal requirements.

- The district's policy includes an express statement that students are entitled to rights protected under the federal and state constitutions.

Policy Topic: Student Activities

Components Related to Student Learning:

- The board recognizes that athletic programs and extracurricular and co-curricular activities supplement the educational program and teach important skills and disciplines.

- The board has established clear criteria for student participation in extracurricular and co-curricular activities and athletic programs, including academic achievement standards.

Other Fundamental Policy Considerations:

- The district's policy complies with state and federal legal requirements.

- The board has established clear criteria for board approval of extracurricular and co-curricular activities.

- The district's policy includes a gender equity commitment.

- The superintendent is directed to develop administrative procedures providing for record maintenance to ensure student compliance with eligibility requirements.

- The superintendent is directed to develop a code of conduct for student athletes using staff, student, parent and community input.

- Parents are required to provide permission for student participation in athletic programs.

- The district provides an explanation of risks of athletic programs and requires from parents a waiver of responsibility for injury, as permitted by state law.

- A physical examination and proof of accident and health insurance are required for student athletes.

- Students' interests in activities are measured and included in program evaluation.

Professional Standards

Carefully targeted board policies that focus hiring, staff development and evaluation practices on staff's capacity to enhance student learning are essential.

Policy Topic: Teacher and Other Professional Staff Recruitment and Selection

Components Related to Student Learning:

- The district works with teacher preparation programs, communicating which teaching skills, competencies and experiences are considered of primary importance in hiring new teachers and providing field experiences designed to train teachers to impact student learning. Similar relationships are established with other professional preparation programs.

- Necessary staff positions are identified and filled as required by the district's comprehensive program of education.

- Necessary skills, competencies, qualifications, education, experience and past performance levels are identified for each position as it relates to the district's comprehensive program of education.

- Based on those criteria, the district employs (transfers or assigns) the most qualified candidate for each position.

Other Fundamental Policy Considerations:

- Positions are created and hiring is done within budget parameters and constraints.

- Job descriptions are developed that accurately describe all essential and nonessential functions and duties of each position.

- Planning is conducted for current and projected staff needs.

- A standard screening, interview and reference check process is established and followed.

- The district complies with legal requirements for hiring, including background and fingerprint checks in some states.

- District and legal equity requirements and diversity goals are followed.

Note: See the appendix (page 73) for a policy example on this topic.

Policy Topic: Principal Recruitment and Selection

Components Related to Student Learning:

- Skills, competencies, qualifications, education, experience and past performance levels are established for principal candidates based on the district's strategic plan and learning standards and school-site goals and priorities.

- Hiring decisions are based on the best match to those criteria, and on the candidate's effectiveness as an instructional leader and in evaluation and staff development.

- A job description for each principal is developed based on the district's strategic plan and learning standards and school-site goals and priorities.

- Principals are responsible for developing and implementing, with the cooperation of their supervisors, personal professional development programs based on the district's strategic plan, learning standards and school-site goals and priorities.

Other Fundamental Policy Considerations:

- The job description includes all other legal duties of principals, including those imposed by other district policy.

Policy Topic: Superintendent Recruitment and Selection

Components Related to Student Learning:

- Skills, competencies, qualifications, education, experience and past performance levels are established for superintendent candidates based on the district's strategic plan and learning standards.

- Hiring decisions are based on the best match to those criteria, and on the candidate's demonstrated ability to improve programs and staff performance in ways that impact student achievement.

- A job description for the superintendent is developed based on the district's strategic plan and learning standards.

Other Fundamental Policy Considerations:

- The job description includes all other legal duties of the superintendent, including those imposed by district policies.

Policy Topic: Staff Orientation

Components Related to Student Learning:

- New staff are introduced to the district's strategic plan, learning standards and curriculum guides (particularly those related to their assignments), and the evaluation standards for professional staff (particularly those related to student learning).

- Senior teachers who are effective at facilitating student achievement are identified as mentors for new teachers, and time and training opportunities are made available for new teachers and mentors to work together, with particular focus on the district's learning standards and goals for improved student learning.

Other Fundamental Policy Considerations:

- Staff handbooks are issued and reviewed.
- Payroll and benefit information and paperwork are explained and completed.
- Staff participates in initial training required by district policy or law (e.g., first aid, HIV/hepatitis B prevention, sexual harassment prevention and response).

Policy Topic: Staff Development

Components Related to Student Learning:

- A continuous and systematic staff development program is developed and implemented by conducting a needs assessment, identifying objectives, planning the program elements, obtaining program approval, instituting the staff development program, and evaluating its effectiveness, particularly regarding its relationship to student achievement.
- Both individualized and district-wide staff development programs and inservice are structured around the district's strategic plan and learning standards.
- Cooperative programs with teacher preparation institutions are created to offer staff development and advanced degree programs that focus on state and local learning standards and on enhancing teachers' effectiveness at impacting student achievement.
- The superintendent develops and the board approves a professional development program for the superintendent based on the district's strategic plan, learning standards and annual goals.

Other Fundamental Policy Considerations:

- Staff development programs assist staff in maintaining current state certification.

- The district's staff development programs comply with laws, rules and collective bargaining agreements, if any.

Policy Topic: Evaluation

Components Related to Student Learning:

- Recognizing and encouraging excellence in professional performance, especially effectiveness at impacting student learning, are identified as the purpose of evaluation.

- Each teacher's effectiveness at impacting student achievement is included among the evaluation criteria, and that criterion is given priority.

- Other performance components related to student achievement are included among the evaluation criteria: instructional skill; ability to recognize and teach to different levels of student achievement; ability to recognize and teach to different learning styles; capacity to use a variety of teaching strategies; capacity to create a positive, disciplined learning environment for all students; ability to use assessment to monitor and improve instruction; ability to design and adapt challenging curriculum; sufficient cultural sensitivity to address the learning needs of all students; and ability to inform, involve and collaborate with parents and families to support student achievement.

- A specific plan of improvement is developed and implemented when performance is unsatisfactory.

- Alternative or additional professional growth/evaluation models for effective teachers are developed and implemented to further enhance teaching performance and effectiveness at impacting student learning.

- Evaluation criteria for principals are developed and adopted based on the district's strategic plan and learning standards and school-site goals and priorities, focusing on principals' ability to improve programs and staff performance in ways that impact student achievement.

- Evaluation criteria for the superintendent are developed and adopted based on the district's strategic plan and learning standards, focusing on the superintendent's ability to improve programs and staff performance in ways that impact student achievement.

Other Fundamental Policy Considerations:

- A standard evaluation process is developed and implemented.

- Evaluation processes and criteria are aligned with statutory and/or collective bargaining agreement provisions.

- The evaluation of all staff is done at least annually and in compliance with any other legal requirements.

- The evaluation process of the superintendent permits and encourages the full participation of all board members and the appropriate involvement of the superintendent.

Parent/Community Engagement

Carefully targeted board policies that provide for the meaningful involvement of the entire school and community in support of the educational program are essential in meeting the learning needs of each individual student. Policy topics include shared decision-making, parent involvement, volunteers and community partnerships.

Policy Topic: Shared-Decision-Making

Components Related to Student Learning:

- School decision teams composed of school employees, parents, secondary students and community members establish objectives designed to foster instructional improvement, higher student achievement and professional growth.

- Objectives may be related to teaching strategies, parental and community involvement, program priorities, scheduling of instruction and instructional time, and the allocation of funds.

- The decision team engages in a planning process to develop programs based on the needs, interests and resources at the school.

Other Fundamental Policy Considerations:

- The district supports staff decision-making responsibilities with inservice training designed to teach decision-making skills and encourage creativity at school sites.

- A district restructuring committee is created to help school decision teams request changes to board policies, regulations and collective bargaining agreements.

Policy Topic: Parent Involvement

Components Related to Student Learning:

- Effective two-way communication between the home and the school is implemented in order to provide teachers with information about the children in their classes and help parents support their children's learning activities.

- Teachers communicate frequently with parents about their children's progress and encourage parents to communicate any concerns. Communication strategies may include conferences, newsletters, school visits, telephone calls and mail.

- To engage parents in their children's education, parents are provided with techniques and strategies to help improve their children's academic success and help their children in learning at home.

Other Fundamental Policy Considerations:

- School plans delineate specific measures to increase parent involvement, including measures designed to involve parents with cultural or language barriers or disabilities that may inhibit participation in education.

- Staff receive training on how to foster effective and culturally sensitive communication with parents.

Note: See the appendix (page 76) for a policy example on this topic.

Policy Topic: Volunteers

Components Related to Student Learning:

- Volunteers are encouraged to spend time in the classroom in order to increase learning opportunities for students and provide support services to teachers and staff.

- Volunteers may provide classroom assistance, individual tutoring and other activities as determined by the teacher.

Other Fundamental Policy Considerations:

- Volunteers may perform other duties indirectly related to student learning, such as participating in campus safety patrols, campus maintenance or beautification projects, and student activities.

- The district complies with state requirements for conducting criminal background checks for volunteers.

- The district's policy on volunteers complies with its collective bargaining agreements.

Policy Topic: Community Partnerships

Components Related to Student Learning:

- Local employers are encouraged to help design regular, vocational and technical programs and to provide needs assessments, program evaluations and staff development.

- Work experience opportunities, apprenticeship programs, employment opportunities for students, and funds to further the district's educational program may also be provided by local businesses.

Other Fundamental Policy Considerations:

- Collaborations are formed with public and private agencies to help assess needs and to ensure the availability and effective implementation of child care, after-school, nutrition, health and other services for children.

- Multiple community services are coordinated so as to avoid gaps, duplication and delay in services to children and families.

Appendix

Policy Examples

These examples are meant to illustrate the possible uses of the policy components identified in the main text. These are not sample policies intended for adoption; most state school boards associations provide sample policies and other policy assistance in specific state contexts. These examples do not substitute for legal advice. To assure the most current edition of an example is available, contact should be made with the originating state association for each example.

Category: Governance and Planning
Policy Topic: Strategic Planning

The following policy example, prepared by the Washington State School Directors' Association, deals with the school board's commitment to strategic planning. In the association's *Policy Reference Manual*, this policy is one of a series of sample policies designed to integrate both the strategic planning process and a district's strategic plan into its policy manual and policy development process. This specific policy was drafted on the basis of the four fundamental roles of school boards adopted by the National School Boards Association: vision, structure, accountability and advocacy. Critical policies requiring the most consideration by school boards, especially those related to student learning, are identified in the WSSDA's policy service by this four-role organization. This approach is one way to focus attention on a district's most important policies and to provide a systematic way to evaluate the content of these policies. Other sample policies in Washington state are drafted in a more traditional style.

COMMITMENT TO STRATEGIC PLANNING

Vision: The district enables each child in the schools to achieve his or her full potential by establishing a system for strategic planning that infuses every district activity with the district's vision, philosophical principles, and goals. The community is fully committed to the district and their students due to their full participation in the planning process.

Structure: The Board of Directors recognizes that the goals of high quality education for all students and increasing student achievement require structures, processes, skills and ways of thinking that must be established for the district. The Board of Directors commits the district to the process of strategic planning in order to provide a fundamental governance and management structure for the district. The planning process includes budget planning and policy development planning as part of the strategic planning cycle.

Accountability: The strategic plan adopted by the district will be subject to and consistent with the constitutions and statutes of the United States and Washington state. Policies adopted by the Board and administrative practices will be measured against and consistent with the strategic plan.

Planning will enable the district to respond to new developments and continually improve education within the discipline of the planning process.

Advocacy: Through the strategic planning process, the Board affirms its commitment to continuing and active involvement with the community, staff and students. The district's planning, implementation and evaluation processes will incorporate community, staff and student participation and opportunities for public input.

Adoption Date: 02.06.98
School District Name

BEST COPY AVAILABLE

Category: Academic Standards and Assessment
Policy Topic: Assessment

The Pennsylvania School Boards Association provides the following example policy guide related to assessment of student progress. The guide contains provisions to choose from that address the purposes of measuring student progress and direct that assessment shall measure each student's progress against his/her own potential for achievement, the achievements of others in the class or grade, or both. The guide further outlines the possible contents of student portfolios and includes various guidelines for assessment systems.

The style used by the association for its sample policies emphasizes sections of the policy related to purpose, definition, authority, delegation of responsibility and guidelines.

No. 213

SECTION: PUPILS

TITLE: ASSESSMENT OF STUDENT PROGRESS

ADOPTED:

REVISED:

PSBA POLICY GUIDES FOR PENNSYLVANIA SCHOOLS

213. ASSESSMENT OF STUDENT PROGRESS

1. Purpose
Pol. 212

The Board recognizes that a system of assessing student achievement can help students, teachers, and parents to better assess a student's progress toward educational goals.

2. Definition

Assessment shall be the system of measuring and recording student progress and achievement that enables the student, parents and teachers to:

( ) learn the student's strengths and weaknesses.

( ) plan an educational and vocational future for the student in areas of the greatest potential for success.

( ) know where remedial work is required.

Assessment shall measure the student's progress against

( ) his/her own potential for achievement.

( ) the achievements of others in the class or grade.

( ) both his/her own potential for achievement and the achievements of others in the class, as appropriate to the grade level and subject matter.

3. Authority
SC 1531
1532

The Board directs that the district's instructional program shall include a system of assessing all students which is consistent with the goals of the district and regulations of the State Board.

BEST COPY AVAILABLE

Title 22
Sec. 5.232

The district shall provide for the development and continual analysis of student portfolios. Such portfolios may include:

( ) Written work by students.

( ) Scientific experiments conducted by students.

( ) Works of art or musical, theatrical or dance performances by students.

( ) Other demonstrations or performances by students related to specific student learning outcomes.

( ) Examinations developed by teachers to assess specific student learning outcomes.

( ) Diagnostic assessments.

( ) Other measures, as appropriate, which may include standardized tests.

( ) Written testimony from authorities and summary indicators, including transcripts, test results or a personal resume.

4. Delegation of Responsibility

The Superintendent or designee shall develop and implement procedures to assess student progress.

5. Guidelines

( ) At the outset of any course of study, each student should be informed what end results and achievements are expected.

( ) Each student should be kept informed of his/her personal progress during the units of a course of study.

( ) Methods of assessment shall be appropriate to the course of study and maturity of students.

( ) Assessment should objectively evaluate and reward students for their efforts.

( ) Students should be encouraged to assess their own achievements.

( ) All assessment systems are subject to review and revision.

BEST COPY AVAILABLE

School Code
1531, 1532

Pa Code
Title 22
Sec. 5.232

{ } Staff, students, and parents should be involved in the continuing program of assessment review.

BEST COPY AVAILABLE

Category: Education Program
Policy Topic: Integrated Academic and Applied Instruction

The following policy and administrative regulation deal with integrated academic and vocational instruction. This example was prepared by the California School Boards Association. It calls for a collaborative approach to curriculum development and presents a variety of strategies for integrating academic and vocational instruction.

Like other sample policies provided by the California School Boards Association, this policy contains cross-references to related policies; legal references from California and federal law; and notes which are intended to provide additional information and rationale to districts but which do not appear in locally adopted policies.

CSBA Sample
Board Policy

Instruction BP 6030(a)

INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION

In order to maximize the learning and application of skills that will allow students to succeed in life, the Governing Board believes that the instruction of academic and vocational subjects should be combined and fully integrated during all their years of schooling. The Board is confident that achievement will rise when students are routinely called upon to apply their classroom learning to real life and workplace situations.

The Board recognizes that integrated academic/vocational instruction will require new forms of community involvement and a new level of collaboration among schools and staff members. Representatives of all disciplines and grade levels will need to collaborate in developing a curriculum that offers school-based and work-based learning experiences in well-articulated sequences. Career awareness, exploration and guidance should be an integral part of this curriculum.

(cf. 4131 - Staff Development)
(cf. 6010 - Goals and Objectives)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6164.2 - Guidance/Counseling Services)

For assistance in planning, curriculum development and staff training, the district shall call upon parents/guardians, staff, and representatives of business, labor organizations, community agencies, employment training programs and/or institutions of higher education.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall examine a variety of strategies for integrating the curriculum and shall develop an integration plan for Board consideration. This plan shall include a process whereby the Board may regularly assess the district's progress toward an effective, fully integrated school-to-career instructional program.

Legal Reference: (see next page)

BEST COPY AVAILABLE

INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE
51041 Evaluation of educational program
52336-52336.5 Career preparatory programs
UNITED STATES CODE, TITLE 20
5801-6084 National Education Reform, Goals 2000
6101-6251 School-to-Work Opportunities Act of 1994
6801-7005 Technology for Education Act of 1994

6/95

Policy Reference UPDATE Service
Copyright 1998 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

BEST COPY AVAILABLE

CSBA Sample
Administrative Regulation

Instruction AR 6030(a)

INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION

Strategies for integrating academic and vocational instruction may include, but shall not be limited to:

1. Making academic courses more relevant to real life and workplace situations

2. Incorporating more academic skills into vocational courses

(cf. 6178 - Vocational Education)

3. Using both academic and vocational teachers to enhance academic content in vocational courses

4. Giving teachers opportunities to collaborate in aligning the content of their courses so as to demonstrate the relationship between various disciplines

5. Establishing sequences of courses related to various career paths

6. Creating schools within a school, magnet schools and/or career high schools

7. Developing career clusters and career majors that include a planned program of job training and work experiences

8. Establishing apprenticeships under the direction of a master craftsperson

Note: One way to implement item #9 is by using "tech/prep," in which courses at the high school level are designed to be sequential with those at the community college level. Students begin an integrated academic and vocational program as early as grade 9. Courses taken during grades 11 and 12 are prerequisites for an established community college program.

9. Establishing effective linkages between elementary, secondary and postsecondary education

BEST COPY AVAILABLE

INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION
(continued)

Note: SB 1486 (Ch. 1180, Statutes of 1994) added Education Code 52336-52336.5, authorizing any business, trade or professional association, union, or state or local governmental agency within the state to establish career preparatory programs under the auspices of the local school district. Such programs would provide instruction that meets state requirements for high school graduation and on-the-job training in specific vocational skills. The CDE is preparing to implement, by January 1, 1996, regulations related to the application process for entities seeking to establish such a program and for students seeking to enroll.

6/95

Policy Reference UPDATE Service
Copyright 1998 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

BEST COPY AVAILABLE

Category: Curriculum
Policy Topic: Curriculum Development

The example policy guide on curriculum development is from the Pennsylvania School Boards Association policy service. The guide contains sample provisions related to the purpose, definition, authority, guidelines and delegation of authority that a school board exercises in overseeing curriculum development. Legal references related to Pennsylvania law appear in the margins. Similar legal provisions may be in place in other states, and will be an important component of policy development.

No. 105

SECTION: PROGRAMS

TITLE: CURRICULUM DEVELOPMENT

ADOPTED:

REVISED:

PSBA POLICY GUIDES FOR PENNSYLVANIA SCHOOLS

105. CURRICULUM DEVELOPMENT

1. Purpose
Title 22 Sec. 5.203

The Board recognizes its responsibility for the development and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted and developed on a continuing basis and in accordance with a plan for curriculum improvement.

2. Definition

For purposes of this policy, **curriculum** shall be defined as all planned learning activities of the schools, such as

Title 22 Sec. 5.242

( ) the courses of study, subjects, classes, and organized group activities provided by the schools.

( ) formal classroom instruction and out-of-class activity, both individual and group.

Title 22 Sec. 5.222 Pol. 118

( ) those approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods as provided in Board policy.

3. Authority
SC 1512
Title 22 Sec. 5.203

The Board is responsible for the curriculum of the schools. The Board directs that the curriculum of this district shall be consistent with written goals, objectives and identified pupil needs; develop individual talents and interests; and serve diverse learning styles to motivate student achievement.

BEST COPY AVAILABLE

4. Guidelines

The district's curriculum shall provide the following:

( ) Continuous learning through effective articulation among the schools of this district.

( ) Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.

( ) Guidance and counseling for all students to assist in career and academic planning.

( ) A continuum of educational programs and services for all handicapped children, pursuant to law and regulation.

Title 22
Sec. 5.216

( ) Bilingual programs for students whose dominant language is not English, pursuant to law and regulation.

( ) Compensatory education programs for students, pursuant to law and regulation.

( ) Equal educational opportunity for all students, pursuant to law and regulation.

( ) Career awareness and vocational education, pursuant to law and regulation.

( ) Educational opportunities for exceptionally gifted and talented students.

SC 1517, 1518
Pol. 805

( ) Regular and continuous instruction in safety procedures.

5. Delegation of Responsibility

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum. S/He shall establish procedures for curriculum development which ensure effective participation of

( ) administrators

( ) teaching staff members

( ) students

BEST COPY AVAILABLE

( ) as appropriate to their age and grade

( ) the community

( ) members of the Board

and utilization of all available resources, as appropriate.

Title 22 Sec. 5.4 (d) (1) (2)

A listing of all curriculum materials shall be made available for the information of parents, professional staff, Board members and students.

Title 22 Sec. 5.4 5.252

With prior Board approval, the Superintendent may conduct pilot programs deemed to be necessary to the continuing improvement of the instructional program.

( ) The Superintendent shall report to the Board each pilot program, along with its objectives, evaluative criteria, and costs,

( ) periodically

( ) before each such program is initiated.

( ) The Board encourages, where it is feasible and in the best interest of district students, of the district, participation in State-initiated pilot programs of educational research.

( ) The Board directs the Superintendent to pursue actively State and federal aid in support of research activities.

School Code
1512, 1517, 1518
PA Code
Title 22
Sec.
5.216,
5.217,
5.242,
5.4
Board Policy
No. 118,
No. 805

BEST COPY AVAILABLE

Category: Instruction
Policy Topic: Delivery of Instruction

The California School Boards Association offers several sample policies related to the delivery of instruction in specific core curricular subjects. Although instructional delivery is primarily a staff responsibility, the board has an important role in setting expectations for the district's program. For example, the following sample policy and administrative regulation provide general curricular and instructional guidelines in the area of reading/language arts instruction. These materials call for a comprehensive, balanced reading/language arts program and address the need for varied instructional strategies, appropriate reading materials, standards and staff development which support this program.

CSBA Sample
Board Policy

Instruction BP 6142.91(a)

READING/LANGUAGE ARTS INSTRUCTION

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other disciplines. Students should develop an appreciation for literature and for reading as a means to acquire knowledge. They also should develop oral and written language skills that enable them to effectively communicate with others.

(cf. 6143 - Courses of Study)

The Board desires to offer a comprehensive, balanced reading/language arts program that ensures that all students have the skills necessary to read fluently and for meaning. The program shall integrate reading, writing, speaking and listening activities in order to build strong communication skills.

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers. The Superintendent or designee shall provide professional development opportunities to ensure that teachers are knowledgeable about how students develop language skills, are able to analyze students' developing literacy and are able to draw from a variety of instructional strategies and materials.

(cf. 4131 - Staff Development)

The Superintendent or designee shall ensure that the reading/language arts program offers sufficient access to reading materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6163.1 - Library Media Centers)

For each grade level, the Board shall adopt standards of competency in reading, speaking and writing, including spelling and grammar. In addition, the Board shall evaluate the district's standards and analyze the extent which these standards are aligned with the voluntary statewide standards.

(cf. 6011 - Academic Standards)

BEST COPY AVAILABLE

READING/LANGUAGE ARTS INSTRUCTION (continued)

Note: Districts may choose one or both of the following sections describing goals of the reading/language arts program for grades K-3 and 4-12.

Grades K-3

The goal of the district's early literacy program shall be to ensure that students are able to read fluently and at grade level by the end of third grade. To reach this goal, the Superintendent or designee shall design a balanced and comprehensive reading/language arts program with the following components:

1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills

2. A strong literature, language and comprehension program that includes a balance of oral and written language

3. Ongoing diagnosis of individual students' skills

4. An early intervention program that provides assistance to children at risk of reading failure

Note: Pursuant to Education Code 54035-54036, districts may use Economic Impact Aid funds for a Back to Basics Summer School Reading Program for students in grades 1-3 who are reading at least one grade level below grade level. See BP/AR 6177 - Summer School.

(cf. 6177 - Summer School)

Note: Education Code 44755-44757.5, as amended by AB 1086 (Ch. 286, Statutes of 1997), provides for a professional development program in reading instruction for K-3 teachers.

Teachers may participate in training activities designed to assist them in implementing a comprehensive K-3 reading program.

Grades 4-12

Note: The following section applies to districts with any of grades 4 through 12 even if the district does not offer all these grades. The grade levels should be revised as appropriate.

The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4 through 12.

BEST COPY AVAILABLE

READING/LANGUAGE ARTS INSTRUCTION (continued)

The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary and developing other communications skills.

When students in these grades do not have fully developed reading/language arts skills, resources shall be made available to assist them in reaching a reading level sufficient to meet the demands of grade-level material. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.

Legal Reference:

EDUCATION CODE
44755-44759.7 Teacher reading instruction development program
51210 Areas of study, grades 1 through 6
51220 Areas of study, grades 7 through 12
53000-53006 Comprehensive reading leadership program
60200.4 Fundamental skills
60350-60352 Core reading program instructional materials
CODE OF REGULATIONS, TITLE 5
9535 Purchase of nonadopted core reading program instructional materials

Management Resources:

CSBA PUBLICATIONS
Every Student Can Read, Every Student Will Read, Report of the CSBA Reading Task Force, May 1995
CDE PROGRAM ADVISORIES
1028.93 Continuing Implementation of the English-Language Arts Framework. CIL: 93/94-02
CDE PUBLICATIONS
Every Child a Reader, 1995
Early Reading Instruction: A Balanced Approach, Language Arts Framework Implementation Series: Approaches to Literacy, 1993
English-Language Arts Framework for California Public Schools, 1987
WEB SITES
CDE: http://www.cde.ca.gov

(10/95) 2/98

Policy Reference UPDATE Service
Copyright 1998 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

BEST COPY AVAILABLE

CSBA Sample
Administrative Regulation

Instruction AR 6142.91

READING/LANGUAGE ARTS INSTRUCTION

Note: This optional regulation is for districts providing a staff development program in reading instruction for teachers of grades K-3 and/or 4-8 under the state's Teacher Reading Instruction Development Program pursuant to Education Code 44755-44759.7, as amended and added by AB 1086 (Ch. 286, Statutes of 1997). The district should select the appropriate paragraph(s) below to reflect the grade levels for which it will provide staff development in reading instruction under this program.

Pursuant to Education Code 44757.1, the State Board of Education may audit and study the effectiveness of any in-service training program offered pursuant to the Teacher Reading Instruction Development Program.

The Superintendent or designee shall provide professional development in reading instruction for teachers of grades kindergarten through 3 which addresses the subject matter specified in Education Code 44757.

Professional development in reading instruction for teachers of grades 4-8 who teach in self-contained classes shall include the subject matter specified in Education Code 44759.

To the extent feasible, all teachers at the applicable grade levels shall receive this training, which shall also be available to school site administrators. The training shall not cause a reduction in student instructional time. (Education Code 44757, 44759)

The district may use current and/or former employees as instructors to provide this training as long as content and other program requirements are met. (Education Code 44757.2, 44759.2)

If the district contracts with a staff development provider to provide this training, the Superintendent or designee shall ensure that the provider has been approved by the State Board of Education pursuant to Education Code 44757.1 or 44759.1. (Education Code 44757, 44759)

(cf. 4131 - Staff Development)

2/98

Policy Reference UPDATE Service
Copyright 1998 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

BEST COPY AVAILABLE

Category: Learning Environment
Policy Topic: Equal Educational Opportunities

The following example deals with equal educational opportunities. It was prepared by the Illinois Association of School Boards, and reflects legal references from Illinois, federal and case law. These legal references are examples of the kinds of references that should appear on this policy topic in most states. This example reflects the writing style and format used by the IASB in drafting sample policies; the policy includes necessary direction (administrative implementation), legal compliance and information elements.

Students

Equal Educational Opportunities

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic and social conditions, or actual or potential marital or parental status. [1] Any student may file a discrimination grievance by using the Uniform Grievance Procedure. [2]

Sex Equity [3]

No student shall, on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the School Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The School Code). [4]

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. [5] The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.[6]

---

1 Equal education opportunities are guaranteed by many civil rights laws (see Legal References).

2 Districts must have a grievance procedure (See Legal References following policy). Absent a specific statute or rule, there is no consensus on whether students have the right to appeal a board's decision to the Regional Superintendent and thereafter to the State Superintendent pursuant to 105 ILCS 5/2-3.8.

3 Every district must have a policy on sex equity (23 Ill. Admin. Code § 200-40(b). Districts must periodically evaluate their policies and practices to identify and eliminate sex discrimination as well as evaluate course enrollment data to identify disproportionate enrollment on the basis of sex. In-service training for all staff members is also required (23 Ill. Admin. Code § 1.420).

4 Districts must have a grievance procedure and must inform students of their right to appeal a board's resolution of a sex equity complaint to the Regional Superintendent and, thereafter, to the State Superintendent (23 Ill. Admin. Code § 200.40).

5 Required by regulations implementing Title IX (34 C.F.R. Part 106).

6 Required by regulations implementing Title IX (34 C.F.R. Part 106; 23 Ill. Admin. Code § 200.40). Comprehensive Faculty and Student Handbooks can provide required notices, along with other important information, to recipients. Handbooks can be developed by the building principal, but should be reviewed and approved by the superintendent and board. Faculty handbooks may contain working conditions and be subject to mandatory collective bargaining.

© 1998 Policy Reference Education Subscription Service
Illinois Association of School Boards

Please review this policy with your school board attorney before adoption.

BEST COPY AVAILABLE

LEGAL REF.: Title IX, 20 U.S.C. § 1681, et seq.; 34 C.F.R. Part 106.
Rehabilitation Act of 1973, 29 U.S.C. § 791 et seq.
Ill. Constitution, Art. I, § 18.
105 ILCS 5/10-21.3, 5/10-22.5, 5/22-19, and 5/27-1.
23 Ill. Admin. Code §§ 1.240, 200.40, and 200.50.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:220, 7:20, 7:130

© 1998 Policy Reference Education Subscription Service
Illinois Association of School Boards

Please review this policy with your school board attorney before adoption.

BEST COPY AVAILABLE

Category: Professional Standards
Policy Topic: Teacher and Other Professional Staff Recruitment and Selection

The following policy example deals with recruitment and selection of staff. This particular example was prepared in Washington state, and reflects the legal references from Washington law which may be used as an example of the kinds of legal references that should appear in most states on this policy topic. This specific sample policy was drafted on the basis of the four fundamental roles of school boards adopted by the National School Boards Association: vision, structure, accountability, and advocacy.

RECRUITMENT AND SELECTION OF STAFF

Vision: Staff are recruited and selected to assure that students grow and meet their full potential in district programs. Staff are highly effective, and have the necessary skills and experience to meet the learning needs of all students. The district works with teacher preparation programs, communicating the teaching skills, competencies, and experiences it considers of primary importance in its staff, and providing field experiences designed to train teachers to be able to improve student learning. Decisions about hiring, assigning, or transferring staff are based on maximizing the effectiveness of that staff member within the district's programs.

Structure: Staff positions are established by the board to provide the district's comprehensive program of education. New positions are established by the board as needed. The superintendent establishes the necessary skills, competencies, qualifications, education, experience, and past performance levels for each position, as it relates to the district's comprehensive program of education, and the goal of continued improvement in student learning. Selection of staff is based on which candidate is the most qualified for the position, and is made pursuant to the district's standard screening, interview, and reference check process, and equity requirements.

Accountability: Positions are created within budget parameters, and legal requirements. Part of the district's strategic and short-term planning processes analyze current and projected staffing requirements. The filling of individual positions is done with consideration to salary issues, budget parameters, and legal requirements. The superintendent regularly evaluates the effectiveness of the district's staff recruitment and selection processes, and reports the findings and recommendations from the evaluation to the board.

Advocacy: The board and district regularly communicate to staff, professional associations, employee bargaining units, teacher and professional preparation programs in higher education, students, parents, and the larger community the district's commitment to hiring those people best prepared and able to improve student achievement.

Cross References:	Board Policy	5005	Employment: Disclosures, Certification Requirements, Assurances and Approval
		5610	Substitute Employment
Legal References:	RCW	28A.400.300	Hiring and discharging employees--Leaves for employees--Seniority and leave benefits, retention upon transfers between schools

RCW	28A.405.210	Conditions and contracts of employment--Determination of probable cause for non-renewal of contracts--Notice--Opportunity for hearing
	43.43.830	Background checks -- Access to children or vulnerable persons
	43.43.832	Background checks--Disclosure of child abuse
WAC	162-12	Preemployment Inquiry Guide (Human Rights Commission)
AGO	62155.00 - No. 155	1961-62 Expenses of Applicants
P.L.	99-603 (IRCA)	Immigration Reform and Control Act of 1986

Title 8 USC, Ch. 12 §1324a and §1324b

Adoption Date:
School District Name:

BEST COPY AVAILABLE

Category: Parent/Community Engagement
Policy Topic: Parent Involvement

The Illinois Association of School Boards prepared the following sample policy and administrative regulation which focus on parent involvement. The policy emphasizes parents' involvement in their child's school and education and effective communications with parents. The administrative regulation places responsibility for parent involvement programs with the principal and includes examples of parent involvement programs that principals may consider. It also lists related state requirements related to student records, notices, parent-teacher advisory committees, curriculum involvement, conferences and hearings, school report card and training.

Community Relations

Administrative Procedure - Parental Involvement

Building Principals shall advocate effective, comprehensive family involvement in education which will promote parent(s)/guardian(s) becoming active partners in education. Principals shall, at least once every semester, provide a written report to the Superintendent on parental involvement programs and efforts in their buildings.

The following are examples of parental involvement programs for Principals to consider. This list will be updated as new ideas for involving parents are generated.

1. Keep parent(s)/guardian(s) thoroughly informed about their child's school and education.
   - Develop and distribute a comprehensive student handbook
   - Distribute information to parent(s)/guardian(s) on their school visitation rights
   - Open houses
   - Parent-teacher conferences
   - Progress reporting and report cards
   - Newsletters
   - Financial Aids night
2. Encourage involvement in their child's school and education.
   - Support and encourage parent volunteer opportunities
   - Work with the PTA to promote parent volunteer opportunities
3. Establish effective two-way communication between all parents/guardians and the School Board and District personnel.
   - Monthly principal coffees
   - Work with PTA leadership to ensure parental input
   - Train personnel on how to collaborate effectively with families with diverse backgrounds, including backgrounds that might impede parental participation (e.g., illiteracy or language difficulty)
4. Seek the advice of parent(s)/guardian(s) on school governance issues and methods to fulfill the District's educational mission.
   - Work with PTA leadership to ensure parental input
   - Establish a school-community advisory committee to identify, consider, and discuss educational problems and issues
5. Inform parents/guardians on how they can assist their children's learning.
   - Provide information to parent(s)/guardian(s) on how they can help children learn, including activities that are related to classroom activities.
   - Provide programs on how to establish a home environment which supports learning and appropriate behavior
   - Homework-hotline

© 1998 Policy Reference Education Subscription Service
Illinois Association of School Boards

Please review this policy with your school board attorney before adoption.

BEST COPY AVAILABLE

Although not exhaustive, the following identifies State legislation mandating parental involvement:

1. STUDENT RECORDS
   - Parent/guardian has right of access to child's records (105 ILCS 10/5).
   - Parent/guardian has the right to challenge the content of child's records (105 ILCS 10/7).
   - Non-custodial parent has right to receive copies of school correspondence and reports (105 ILCS 5/10-21.8).
2. NOTICES
   - Schools must notify parent(s)/guardian(s) of their school visitation rights (820 ILCS 147/25).
   - District must notify parent/guardian of child's placement in bilingual education programs (105 ILCS 5/14C-4).
   - Non-custodial parent has right to receive notices of major school-sponsored events, including parent-teacher conferences (105 ILCS 5/10-21.8).
   - School must notify parent/guardian within two hours of child's absence from school (105 ILCS 5/26-3b).
   - District responsible for notifying parent/guardian of graduation requirements (23 Ill. Admin. Code § 1.440i).
   - A student's suspension must be reported to the parent/guardian (105 ILCS 5/10-22.6).
   - A student's expulsion may occur only after the parent(s)/guardian(s) have been requested to appear at a meeting with the board or board's hearing officer (105 ILCS 5/10-22.6).
   - District must distribute school report card to parent(s)/guardian(s) (105 ILCS 5/10-17a).
3. PARENT-TEACHER ADVISORY COMMITTEES
   - School board shall establish a parent-teacher advisory committee on student discipline (105 ILCS 5/10-20.14).
4. CURRICULUM INVOLVEMENT
   - State law requires parent(s)/guardian(s) be notified, consulted, and kept involved with the education and placement of a child with disabilities (105 ILCS 5/14-1 et seq.).
   - If parent/guardian objects, student is not required to take sex education classes or course (105 ILCS 5/27-9.1, 5/27-9.2, and 110/3).
   - Parent/guardian has right to examine instructional materials to be used in sex education class (105 ILCS 5/27-9.1, 5/27-9.2, and 110/3).
   - School board shall determine the instructional program with involvement of parent(s)/guardian(s) (23 Ill. Admin. Code § 1.410).
   - District must consult with parent/guardian on an individual remediation plan for students demonstrating a proficiency level comparable to the average pupil performance one grade or more below current placement (105 ILCS 5/2-3.64(b).
   - District responsible for notifying parent/guardian of graduation requirements (23 Ill. Admin. Code § 1.440i).
   - School boards may use parent(s)/guardian(s) volunteers (1) as assistants under the immediate supervision of a certificated teacher (105 ILCS 5/10-22.34); (2) as supervisors, chaperones, or sponsors for non-academic activities (105 ILCS 5/10-22.34a); and (3) as a guest lecturer

© 1998 Policy Reference Education Subscription Service
Illinois Association of School Boards

Please review this policy with your school board attorney before adoption.

BEST COPY AVAILABLE

or resource person under the immediate supervision of a certificated teacher (105 ILCS 5/10-22.34b).

- Upon parent/guardian's request, student must be released for religious observance (105 ILCS 5/26-1(5).

5. CONFERENCES AND HEARINGS
   - State law requires parent(s)/guardian(s) be notified, consulted, and kept involved with the education and placement of a child with disabilities (105 ILCS 5/14-1 et seq.).
   - Parents who are unable to meet with educators because of a work conflict have the right to an allotment of time during the school year to attend educational or behavioral conferences (820 ILCS 147/1).
   - District may use two institute days for parent-teacher conferences (105 ILCS 5/3-11).
   - Non-custodial parent to receive notices of parent-teacher conferences (105 ILCS 5/10-21.8).
   - Student expulsion may occur only after a hearing with the parent(s)/guardian(s) (105 ILCS 5/10-22.6).
6. REPORT ON PARENTAL INVOLVEMENT
   - Parental involvement shall be included in the school report card (105 ILCS 5/10-17a).
7. TRAINING
   - Parents as teachers program (105 ILCS 225/5).

© 1998 Policy Reference Education Subscription Service
Illinois Association of School Boards

Please review this policy with your school board attorney before adoption.

94-

BEST COPY AVAILABLE

Bibliography

Policy Resources

Brunelle, Paul (ed.) and Newland, Wayne I. (January 1992). Hours - Days - Years, *Policy Development Newsletter*, Maine School Boards Association, Augusta, ME.

Brunelle, Paul (ed.) and Phillips, Patrick R. (November 1988). Staff Involvement in Decision Making, *Policy Development Newsletter*, Maine School Boards Association, Augusta, ME.

Bracey, Gerald W., Paul and Resnick, Michael A. (1998). *Raising the Bar.* Alexandria, VA: National School Boards Association.

Brodinsky, Mary S. (1991). *The School Administrator's Guide to the NEPN/NSBA Policy Development System.* Alexandria, VA: National School Boards Association.

California School Boards Association. (1997). *Maximizing School Board Leadership: Policy.* West Sacramento, CA: California School Boards Association.

Carver, John. (1990). *Boards That Make a Difference.* San Francisco, CA: Jossey-Bass.

Danzberger, Jacqueline P. (1992). *Facing the Challenge* (background paper). New York, NY: The Twentieth Century Fund Press.

Danzberger, Jacqueline P., Kirst, Michael W., & Usdan, Michael D. (1992). *Governing Public Schools.* Washington, DC: The Institute for Educational Leadership.

Danzberger, Jacqueline P., Kirst, Michael W., & Usdan, Michael D. (1993). *A Framework for Redefining the Role and Responsibilities of Local School Boards.* Washington, DC: The Institute for Educational Leadership.

Dolan, W. Patrick. (1994). *Restructuring Our Schools.* Leawood, KS: Systems and Organization.

Duke, Daniel L., & Canady, Robert Lynn. (1991). *School Policy.* New York, NY: McGraw-Hill.

Elmore, Richard F. (1990). Decentralization and Policy Design, *CPRE Policy Briefs,* Center for Policy Research in Education, University of Pennsylvania, Philadelphia, PA.

Fuhrman, Susan H. (Ed./Consortium for Policy Research in Education). (1993). *Designing Coherent Education Policy.* San Francisco, CA: Jossey-Bass.

Fuhrman, Susan H., & Massell, Diane. (1992). *Issues and Strategies in Systemic Reform,* CPRE Research Report Series, Center for Policy Research in Education, University of Pennsylvania, Philadelphia, PA.

Genck, Fredric H., & Klingenberg, Allen J. (1991). *Effective Schools Through Effective Management.* Springfield, IL: Illinois Association of School Boards.

Holmes, M., Leithwood, Kenneth A., & Musella, Donald F. (Eds.). (1989). *Educational Policy for Effective Schools.* Toronto/NY: Ontario Institute for Studies in Education Press/Teachers College Press-Columbia University.

Hunt, Lynne, Kingsbery, Lauren, & Seavey, Julie Murphy. (December 1996). Standards Based Education Allows Board to Focus on Student Learning, *Policy Parameters,* Colorado Association of School Boards, Denver, CO.

Inman, Deborah (Director, The National Institute on Educational Governance, Finance, Policymaking and Management). (1997). *Meeting the Information Needs of Education Policymakers.* Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.

Kille, Elaine A. Extending Time in School: Some Possible Directions, *Perspectives for Policymakers* (Vol. 3, No. 1), New Jersey School Boards Association, Trenton, NJ.

Kirby, J. Stephen. (April 1995). School Boards and School Councils: Realistic Relationships, *Kentucky School Advocate*, Kentucky School Boards Association, Frankfort, KY.

Murphy, John, & Schiller, Jeffry. (1992). *Transforming America's Schools*. La Salle, IL: Open Court Publishing Co.

Pennsylvania School Boards Association. (1992). *Mastering the Basics of Effective School Board Service*. New Cumberland, PA: Pennsylvania School Boards Association.

Possin, Paula R. (July 1993). Designing an Outcome-Based System: The Power of Policy, *Wisconsin School News*, Wisconsin Association of School Boards, Madison, WI.

Poston, William K., Jr. (1994). *Making Governance Work*. Thousand Oaks, CA: Corwin Press, Inc.

Powe, Karen W. (1993). Accountability in Education: What Does it Mean? Who is Responsible? Who is Responsible for What? How Can We 'Close the Circle'?, *Updating School Board Policies* (Vol. 24, No. 4), National School Boards Association, Alexandria, VA.

Purnell, Susanna, & Hill, Paul. (1992). *Time for Reform*. Santa Monica, CA: RAND.

Rallis, Sharon F., & Criscoe, Joy. (1995). *School Boards and School Restructuring*, Occasional Paper Series (Vol. X, No. 1), The Regional Laboratory for Educational Improvement in the Northeast & Islands.

Royer, Gene. (1996). *School Board Leadership 2000*. Houston, TX: Brockton Publishing Company.

Sommerfield, Meg. (March 3, 1993). Time and Space, From Risk to Renewal Series, *Education Week*, Washington, DC.

Swift, Larry, & Namit, Chuck (Project Coordinators). (1990). *Schools in the Year 2000: A Futurescape*. Olympia, WA: Washington State School Directors' Association.

Wagner, Robert F., Jr., (November 1992). The Case for Local Education Policy Boards, *Phi Delta Kappan*.

Education Reform and Restructuring

AAUW Educational Foundation, American Association of University Women. (1992). *How Schools Shortchange Girls*, Washington, DC.

Barber, Benjamin. (1984). *Strong Democracy*. Berkeley and Los Angeles, CA: University of California Press.

Barber, Benjamin. (1992). *An Aristocracy of Everyone*. New York, NY: Ballantine Books.

Carey, Nancy, & Farris, Elizabeth. (1996). *Parents and Schools: Partners in Student Learning* (Statistics Brief). Washington, DC: National Center for Education Statistics, U.S. Department of Education.

Carnegie Council on Adolescent Development. (1994). *A Matter of Time*. New York, NY: Carnegie Corporation.

Coleman, James S. (1991). Parental Involvement in Education, *Policy Perspectives*, U.S. Department of Education.

Consortium for Policy Research in Education. (1989). Graduating from High School: New Standards in the States, *CPRE Policy Briefs*, University of Pennsylvania, Philadelphia, PA.

Consortium for Policy Research in Education. (1991). Putting the Pieces Together, *CPRE Policy Briefs*, University of Pennsylvania, Philadelphia, PA.

Consortium for Policy Research in Education. (1992). Ten Lessons About Regulation and Schooling, *CPRE Policy Briefs*, University of Pennsylvania, Philadelphia, PA.

Decker, Larry E., & Romney, Valerie A. (Eds.). (1992). *Educational Restructuring and the Community Education Process* (A Special Report of the National Coalition for Community Education). Alexandria, VA/Washington, DC: National Community Education Association and National Committee for Citizens in Education.

Developmental Research and Programs, Inc. (1993). *Communities That Care.* Seattle, WA: Author.

Drury, Darrel, & Levin, Douglas. (1994). *School Based Management: The Changing Locus of Control in American Education.* Washington, DC: U.S. Department of Education.

Fullan, Michael G. (with Suzanne Stiegelbauer). (1991). *The New Meaning of Educational Change.* Toronto/NY: Ontario Institute for Studies in Education Press/Teachers College Press-Columbia University.

Hannaway, Jane, & Carnoy, Marrin (Eds./Consortium for Policy Research in Education). (1993). *Decentralization and School Improvement.* San Francisco, CA: Jossey-Bass.

Hill, Paul T., & Bonan, Josephine. (1991). *Decentralization and Accountability in Public Education.* Santa Monica, CA: RAND.

Hirsch, E.D., Jr. (1996). *The Schools We Need.* Doubleday.

Jones, LeAlen, & Newman, Lloyd (with David Isay). (1997). *Our America.* New York, NY: Scribner.

Kidder, Rushworth M. (1994). *Shared Values for a Troubled World.* San Francisco, CA: Jossey-Bass.

Knowledge Network for All Americans (1993). *Knowledge Revolution for All Americans.* Washington, DC: Author.

Kozol, Jonathan. (1991). *Savage Inequalities.* New York, NY: Crown Publishers.

Kozol, Jonathan. (1995). *Amazing Grace.* New York, NY: Crown Publishers.

Lieberman, Myron. (1993). *Public Education, An Autopsy.* Cambridge, MA: Harvard University Press.

Mathews, David. (1996). *Is There A Public For Public Schools?* Dayton, OH: Kettering Foundation Press.

Miller, Edward. (November/December 1995). Shared Decision-Making by Itself Doesn't Make for Better Decisions, *The Harvard Education Letter,* Harvard Graduate School of Education, Cambridge, MA.

Mitchell, Stephen (National Alliance of Business). (1995). *Decentralizing Education: Implications for Rethinking Leadership at the Top.* The JC Penney Leadership Institute on School Improvement.

National Commission on Time and Learning. (1994). *Prisoners of Time.* Washington, DC: U.S. Department of Education.

Neal, Richard G. (1991). *School Based Management: A Detailed Guide for Successful Implementation.* Bloomington, IN: National Educational Service.

New York State School Boards Association. (1991). *Time and Schools.* Albany, NY: Author.

Oppenheimer, Todd. (July 1997). The Computer Delusion, *Atlantic Monthly,* Boston, MA.

Papert, Seymour. (1993). *The Children's Machine, Rethinking Schools in the Age of the Computer.* New York, NY: Basic Books.

Parker, Walter C. (February 1997). The Art of Deliberation, *Educational Leadership,* American Association of School Administrators, Washington, D.C.

Ramirez, Rafael, & Bell, Rosemary. (1994). *Byting Back: Policies to Support the Use of Technology in Education.* Oak Brook, IL: North Central Regional Educational Laboratory.

Resta, Paul. (October 1993). New Deal: Technology, Changing Views Create Innovative Learning Environments, *Texas Lone Star,* Texas Association of School Boards, Austin, TX.

Stevenson, Harold W., & Stigler, James W. (1992). *The Learning Gap.* New York, NY: Summit Books.

Todras, Ellen. (May 1993). The Changing Role of School Boards, *ERIC Digest.*

Troen, Vivian, & Boles, Katherine. (November 3, 1993). Teacher Leadership, How to Make it More Than a Catch Phrase: Commentary, *Education Week,* Washington, DC.

Wagner, Tony. (October 9, 1996). Creating Community Consensus on Core Values: An Alternative to Character Education: Commentary, *Education Week,* Washington, DC.

Williams, Howard H., The National Center for Nonprofit Boards. (1997). *Board Member's Guide to Strategic Planning.* San Francisco, CA: Jossey-Bass.

Winner, Ellen. (October 16, 1996). The Miseducation of Our Gifted Children: Commentary, *Education Week,* Washington, DC.

The Young & Rubicam Foundation. (1991). *The One Place - A New Role for American Schools.* New York, NY: St. Martin's Press.

Focus Group Participants

Dr. Richard L. Berg, Superintendent, Mattoon School District 2, Mattoon, Illinois

Marilyn Buchi, Board Member, Fullerton Joint Union High School District, and California School Boards Association Director Region 15, Fullerton, California

Dr. Albert Cohen, Superintendent, Olympia School District, Olympia, Washington

Rebecca Deibler, Board Member, Manheim Central School District, and 1998 Pennsylvania School Boards Association President, Manheim, Pennsylvania

Nancy Flouret, Board President Township High School District 113 and Illinois Association of School Boards Lake Division Resolutions Chairman, Highland Park, Illinois

Steven L. Geib, Board President Conestoga Valley School District, Brownstown, Pennsylvania

Anne Golden, Board Member, Walla Walla School District, and Washington State School Directors' Association Board Development Consultant, Walla Walla, Washington

Dr. David J. Krauser, Superintendent, Pocono Mountain School District, Swiftwater, Pennsylvania

Orene Clarke Nesin, Board Member, Maine School Administrative District #4, and National School Boards Association Board Member, Belfast, Maine

Frances Roll, Board President Cary Community Consolidated School District 26, Cary, Illinois

Dr. Gay Selby, Adjunct Professor, Washington State University School of Education, Vice-Chair Washington State Higher Education Coordinating Board and Lead Consultant Washington State School Directors' Association Superintendent Search Service, Kelso, Washington

Explore key components to effective school board policymaking and policy topics targeted on student learning.

Targeting Student Learning: The School Board's Role as Policymaker is a new tool designed to address the standards-based environment of public education . . . an essential resource for:

- local school boards and superintendents
- school boards associations
- institutions and organizations devoted to the preparation and development of superintendents and other administrators.

103

$12.00

ISBN 1-880331-10-X